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ABSTRACT

Answers are provided to some of the most frequently asked questions about teaching and education in Canada, and a guide to other publications and institutions that can provide more detailed information is presented. It is especially noted that each province and territory in Canada has its own autonomous educational system and may make its own decisions regarding schools, teachers, and curriculum. Information is grouped into the following categories: (1) the nature of teaching; (2) teaching in a school; (3) what a teacher does; (4) fitness for teaching; (5) teaching outside the publicly-supported elementary and secondary schools; (6) related occupations; (7) opportunities for advancement; (8) becoming a teacher; (9) professional teachers' associations; (10) salaries and fringe benefits; (11) general social security; (12) retirement plans; (13) working conditions; (14) appointment and tenure; (15) moving from province to province; (16) teacher exchange programs; (17) teachers from abroad; (18) finding a position; and (19) teacher supply and demand. Appendices present names and addresses of departments of education, teacher organizations, classification agencies, teacher education institutions, placement assistance agencies, major Canadian newspapers, miscellaneous addresses, and further reading and reference suggestions. (HJB)

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TEACHING IN CANADA

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Preface

Every year the Canadian Teachers' Federation receives many requests from students, from various institutions and from teachers about teaching as a career, conditions to be met by teachers moving from one province to another, and requirements for teachers from other countries who wish to teach in Canada.

This booklet is an attempt to answer some of the most frequently asked questions and to provide a guide to other publications and institutions which can provide more detailed information about teaching and education in Canada.

Some Notes on the Organization of Education in Canada

It must be stressed at the beginning that education and teaching in Canada can only be understood if it is realized that each province and territory in Canada has its own autonomous educational system and may make its own decisions regarding schools, teachers and curriculum. Responsibility for education was assigned to the provinces by the British North America Act of 1867 which created the Canadian Confederation.

An interesting feature of Canadian education is the accommodation of religious schools within the public systems. In Newfoundland and Quebec all the educational systems are denominational. In Ontario, Alberta, Saskatchewan and the two territories provision is made for denominational minorities to operate separate schools. (Virtually all separate schools are Roman Catholic.) Informal accommodation of minorities is made in the three Maritime provinces. As a result of these arrangements, there has been very limited development of private sectarian schools in Canada.

The day-to-day operation of schools has been delegated to locally elected or appointed school boards. They are responsible for the elementary schools (Kindergarten to Grades 6, 7 or 8) and secondary schools (up to Grade 12 or 13). Post-secondary education, however, is conducted in autonomous or semi-autonomous institutions under boards of governors.

Persons interested in more information on education or teaching in Canada than is provided in this report should consult the books listed in Appendix H.

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TEACHING IN CANADA

The Nature of Teaching

In its broadest sense, teaching is a universal activity and one that is as old as man. If one considers the matter carefully, one realizes that there are many situations in which teaching is taking place -- mothers are teaching their young children, companies are training their employees, individuals are communicating with their friends. In every case there is transfer of information, explanation, demonstration, and attempts to inculcate new attitudes or new skills.

In many of the cases cited, however, the teaching that takes place is very informal and limited by the skill and knowledge of the "teacher". It is tantamount to the practice of medicine in applying a simple bandage, or the reflection of the musical arts in the warblings of the shower songster.

Pursuing this analogy, teaching, like medicine and music, has been raised to noble heights by its foremost practitioners. The Imhoteps, Hippocrates and Oslers of medicine, the Carusos, Liszts and Beethovens of music, can be matched by equally famous names in the history and development of teaching. Not only have there been great religious teachers -- Moses, Buddha, Jesus, Mohammed -- but also, in a more secular tradition, Protagoras, Socrates, Isocrates, Quintilian, Abelard, Comenius, Pestalozzi, Froebel and Herbart.

This booklet will not focus upon the informal teaching that permeates all spheres of human activity, nor upon those few practitioners whose names have been preserved out of the general detritus of human history, though their examples may set ideals toward which all teachers strive. It is concerned rather with a description of the roles and training, remuneration and conditions of work, associations and aspirations of those who choose teaching as their occupation. And specifically, it is concerned with those who teach in the publicly supported elementary and secondary schools of Canada.

Teaching in Schools

To understand teaching as an occupation, one must first consider the development of schools as an organized approach on the part of society to the education of children. Schools are not new. Many societies of the past have recognized that informal teaching in the home is sporadic, often of low quality, and immensely time-consuming. And in consequence, they have grouped children for economy and, for efficiency, entrusted the education of those children to persons with a higher level of skill and knowledge than that possessed by the average parent.

Teaching, then, as an occupation, is concerned with the instruction of groups of students, in an institutional setting, conducted on behalf of society and requiring the services of those who have specialized training both in the content of human knowledge and in the ways in which learning takes place.

Schools for at least some children existed in ancient Sumer, in the Indus Valley, in Egypt, Greece, and Rome, and in medieval Europe. However, state-supported compulsory schooling for all children has developed only in relatively recent times. In Canada, free and universal elementary education began in the mid 19th century, free and universal secondary education in the late 19th and early 20th centuries.

The provisions for schooling that were made in Canada during the first half of the 19th century often showed little regard for quality of teaching. Teachers were sought from among those who were too old or otherwise handicapped to engage in more "productive work". Receiving scant salaries, they would subsist by boarding here and there with parents. The only qualifications required were some proficiency in basic academic subjects. Formal teacher training did not begin until the latter half of the century.

Early systems of elementary schooling emphasized rote learning, development of basic literacy skills, and attitudes suitable to a lowly place in society. Academies and universities for secondary and post-secondary institutions existed only for the elite, who wished to prepare their children for positions of leadership in society.

In the 150 years since that era, considerable change has taken place, both in Canadian society and in its educational systems. From a rural, agricultural collection of colonies, Canada has become a predominantly urbanized and industrialized country. The provincial and territorial educational systems have become correspondingly highly developed and complicated.

The goals of education have also changed. Literacy for all and advanced training for a few have been replaced by the new view that a suitable education should be provided for all children up to the end of the secondary level and as far into post-secondary education as the individual is capable of continuing. Critical thinking, sensitivity and accommodation to change, personal autonomy and development of individual abilities and interests are all emphasized in modern schools. Formal schooling is now viewed only as a beginning, an introduction to an educational process which it is believed should continue throughout the individual's life.

Requirements for teachers have changed too. All beginning teachers in public elementary and secondary schools must now have at least a year of professional training and several years of university training in academic and professional subjects. Teachers are also expected to exhibit personal qualities which will enable them to relate well to their students and to establish an atmosphere in which learning can readily take place. Canadian teachers are expected to be able to provide educational programs suitable for all children, not just those who show a special aptitude for academic studies.

What a Teacher Does

Teachers in their day-to-day work perform many different tasks of varying degrees of complexity. They are responsible both for setting long-range instructional goals for their students (within the guidelines established by society) and for making decisions as to appropriate means of achieving these goals. In particular, teachers are responsible for planning the specific units of work that are to be presented to students, evaluating the progress of individual students, diagnosing special weaknesses, and prescribing suitable remedies.

Teachers present subject matter to their classes through talks, demonstrations and audio-visual methods, conduct discussions by students, supervise classroom work and organize field trips. They prepare, administer and correct tests, assign and mark homework, and hear oral presentations. Where possible, teachers work with small groups of individual children, bringing out the ideas and opinions of the children and adjusting their teaching strategies to meet the needs thus discovered.

Teachers are also concerned with developing critical thinking on the part of their students and attitudes and values which will assist students in personal growth. They are also alert to physical, mental or emotional disabilities which may require referral to specialists.

In addition to duties within the classroom, teachers are usually involved in an array of outside activities. These include time spent preparing lessons and correcting student work, maintaining of records, consulting with parents and participating in staff meetings, educational conferences and in-service education workshops. Many teachers are also involved in extracurricular activities, curriculum development and the work of their professional association. Teachers are frequently to be found coaching teams, conducting bands or choirs, supervising outdoor education activities or leading groups of students travelling to other parts of the world.

The particular focus of teaching changes with the age of the students. In kindergarten, emphasis is placed on the fostering of co-operative social behaviour through games and group projects and of self-expression through singing, dancing and painting. These concerns continue through the elementary years, but major emphasis is placed upon acquiring skills in reading, writing and arithmetic, along with some understanding of science and social studies.

In the secondary years, emphasis is placed upon becoming acquainted with the various branches of human knowledge and in acquiring occupational skills in technical or commercial fields. Accordingly, a very wide range of optional subjects is offered in many secondary schools. Secondary programs may lead either toward further education at universities and community colleges or toward employment, depending upon the aspirations of individual students.

While most teachers in the elementary and secondary schools are engaged in general classroom instruction, some teachers perform more specialized roles, including counselling, management of libraries and resource centres, development of audio-visual techniques and work with children who are severely handicapped.

Fitness for Teaching

While teaching can provide many satisfactions, it is a demanding profession that places the individual under pressure to be in top form every day. Research has failed to demonstrate what personal qualities are most important in teachers, beyond intelligence, good health and a liking for children. However, there seems to be some evidence that students profit most from teachers who create a warm classroom environment, who challenge students to achieve to the full limit of their abilities, and who are flexible and adjust their behaviour and strategies to individual situations and students. Good teachers appear to be those who view teaching as a complex task which requires goal setting, an orderly approach, individual student assessment and careful decision-making in terms of immediate and long range problems. Good teachers provide students with a framework within which to interpret information.

Persons considering teaching as a career might pause to weigh the satisfactions of helping young people to learn and grow against the demands on their time and energies that teaching will undoubtedly make.

Teaching Outside the Publicly-Supported Elementary and Secondary Schools

In addition to the 265,000 teachers in the public elementary and secondary school systems of the provinces and territories, there are over 57,000 teachers at work in community colleges, vocational institutes, trade schools, universities, private schools and nursery schools.

University teachers are concerned with teaching and research activities at degree-granting universities and colleges and usually hold advanced qualifications at the master's or doctor's level. They are not required by law to hold teaching certificates. Teachers in community colleges are concerned with instruction in a wide range of academic and vocational

subjects, and hold qualifications similar to those of secondary school teachers.

Nursery school teachers supplement home training by providing experiences, materials and guidance which contribute to maximum development of the two-to-five-year-old children in their care. They may work in private or community nurseries and day care centres. Qualifications required are governed by the provincial departments of social welfare, rather than the departments of education. Training programs of two and three years' duration for persons engaged in early childhood education are available at community colleges and through extension departments of universities.

Teachers in private elementary and secondary schools perform work comparable to that of public school teachers and generally hold similar qualifications, although they are not usually required by law to hold teaching certificates. Only about three per cent of elementary and secondary school students are enrolled in private schools.

Teachers may also be employed as trainers in industry, as instructors in language schools operated by governments and other agencies, and in adult education centres of various types.

Opportunities to teach abroad are provided through the Department of National Defence (DND), the Canadian International Development Agency (CIDA) and the Canadian University Service Overseas (CUSO). Teachers employed by DND remain under contract to their Canadian school board.

Related Occupations

There is a large variety of school related occupations which do not involve regular classroom teaching. In some cases, these are specialized positions for persons who have basic and advanced training in education and probably began their careers as teachers. They include researchers in school boards and departments of education, consultants and curriculum development specialists, and professional staff members of teachers' organizations and other education associations.

In other cases, employment is school related, but the individual's training is in a different field, for example, nursing, psychology or social work.

There has also been an increase in the employment of teacher aides, a few of whom have been trained at community colleges. The majority are either untrained, or receive training on-the-job. Teacher aides perform clerical and minor instructional roles under the direction of teachers and principals. Teacher aides are sometimes termed educational resource technicians or school aides.

Opportunities for Advancement

Teachers in elementary and secondary schools may seek promotion to the posts of principal and vice-principal. In addition, many secondary schools and some larger elementary schools provide for the positions of subject department heads and coordinators.

The central offices maintained by the school boards offer employment opportunities in administration, finance, pupil personnel services, supervision, curriculum development, and research. School board staffs usually include a Superintendent or Director of Education and his assistants, plus a variety of specialists, the number depending upon the size of the area served by the board.

Provincial departments of education employ persons in similar fields to oversee and coordinate the total system of education.

Teachers in universities require advanced academic training in order to obtain initial appointment as an instructor or lecturer and may aspire to advancement through the ranks of assistant professor and associate professor to full professor. Beyond these lie the more administratively oriented posts of department chairman and dean of a faculty.

Becoming a Teacher

High school students who wish to prepare for a teaching career should hold qualifications suitable for entrance to a university degree program, since almost all teacher education in Canada now takes place in universities. (Only two teachers' colleges remain in operation -- one in Nova Scotia, one in Ontario. In addition, some training of vocational teachers occurs in community colleges.)

Elementary and secondary teachers are in most cases trained in the same institution and take programs with common elements but varied

specialization. A typical program, leading to a B.Ed. degree, consists of four years of academic and professional studies, including supervised practice teaching. It is also possible to obtain certification as a teacher through a one-year program following a bachelor's degree in Arts, Science or Commerce. Vocational teachers may offer degrees in Engineering, community college diplomas or evidence of journeyman standing in a trade in place of university arts and science credentials.

While completion of degree standing is considered desirable, a number of provinces permit students to obtain certification and teach before graduation, and to complete their degrees through part-time study. The minimum requirements for entry to teaching are outlined for each province in Table 1. A list of teacher education institutions is provided in Appendix D.

In addition to completing academic requirements, applicants to teacher education programs are frequently interviewed regarding their personal suitability for teaching. Qualities looked for are good health, a good command of English or French, emotional stability, enthusiasm, a pleasant speaking voice and, above all, a sincere liking for, and interest in, young people. Evidence of participation in community activities which involved working with children may be looked for.

Students accepted into teacher education programs frequently find that they are encouraged to continue evaluating their personal suitability for teaching throughout their program.

Programs of teacher education offer introductory courses in the history, psychology, philosophy and sociology of education, as well as specific instruction in methods. Optional courses dealing with various specialized educational fields may be chosen. A substantial portion of the program is usually devoted to field experiences and to actual practice in classrooms under the supervision of associate or cooperating teachers.

Increasingly, however, it is being recognized that becoming a teacher is a lifelong process and that the initial preparation period is only a beginning. Emphasis is being placed on continuing professional development, not only through formal graduate study at university, but also through short courses, workshops, travel programs, use of resource centres and similar activities. Professional development programs of this type may be sponsored by school boards, community colleges, teacher centres,

Table 1. Minimum Requirements for Teaching Certificates*

Province	Last Year of Secondary Education	Minimum Years of Post-Secondary Education		Notes
		Elementary Teachers	Secondary Teachers	
B.C.	Grade 12	3 years	5 years	Regular program for secondary teachers is 5 years, but technically speaking a Professional Certificate, unrestricted as to grade, would be issued to a teacher trained elsewhere in a 4-year degree program.
Alta.	Grade 12	4 years	4 years	As a rule, training must include a degree from a recognized accredited institution.
Sask.	Grade 12	3 years	3 years	
Man.	Grade 12	3 years	4 years	
Ont.	Grade 13	4 years	4 years	
Que.	Grade 11	5 years	5 years	Training includes 2-year CEGEP program.
N.B.	Grade 12	4 years	4 years	
N.S.	Grade 12**	3 years	3 years	Usual program for secondary teachers is BA, BEd (five years following Grade 11).
P.E.I.	Grade 12	4 years	4 years	
Nfld.	Grade 11	2 years	2 years	Although 2 years is legal minimum, very few teachers are hired at this level, since 61% of the teaching force have at least one degree.
N.W.T.	Grade 12	2 years	2 years	
Yukon	Grade 12	2 years	2 years	

* Requirements for vocational certification are somewhat different and may include journeyman standing and appropriate work experience.

** Nova Scotia equates its Grade 12 with first year university.

teachers' associations and departments of education.

Professional Teachers' Associations

Qualified teachers employed in the public system are eligible for membership in their respective provincial or territorial teachers' organization. These organizations* are in turn members of the Canadian Teachers' Federation, which is a member of the World Confederation of Organizations of the Teaching Profession. Membership in the appropriate teachers' organization is compulsory in British Columbia, Alberta, Saskatchewan, Ontario, and New Brunswick, voluntary in the territories, automatic (with writeouts allowed) in the remaining provinces. Annual membership fees range from approximately $100 to $180. A list of the associations is provided in Appendix B.

The teachers' associations are concerned both with improving the quality of education and enhancing the status of teachers. Accordingly, they are active both in professional development (through conferences and workshops, establishment of resource centres, publications and short courses) and in economic welfare (principally through direct collective negotiation or support of local teacher groups engaged in bargaining activities).

A wide range of services is offered by most of the teachers' associations, including insurance benefits, credit unions, legal assistance, publications, scholarships and charter flights.

Codes of ethics have been adopted by the various teachers' organizations, several of which are empowered under provincial legislation to investigate cases of unprofessional conduct.

The past decade has also seen a considerable growth in the number of special subject councils formed under the aegis of the provincial organization. These councils enable teachers with special interests, such as exceptional children, mathematics, or native education, to meet and discuss with each other problems and new developments in their particular areas.

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* with the exception of CEQ, la Centrale des enseignants du Québec, and PAPT, the Provincial Association of Protestant Teachers of Quebec.

The Canadian College of Teachers offers another type of voluntary professional association. It is open only to experienced teachers who satisfy all the qualification requirements. The College has local chapters which meet to discuss educational problems; it also holds an annual meeting. Outstanding teachers may become Fellows of the College.

Salaries and Fringe Benefits

In six of the provinces and the two territories, basic salary scales and fringe benefits are established through negotiations between the teachers' association and representatives of the government. In some cases, supplementary negotiations take place at the school board level concerning additional fringe benefits and conditions of work. In British Columbia, Alberta, Manitoba and Ontario, all negotiations take place at the local or regional level.

Salary schedules in Canada are generally based on a combination of years of training and years of experience, with additional allowances being paid to teachers with administrative responsibilities. Table 2 indicates the minimum and maximum salaries payable to teachers with degrees in 1977-78 under the provincial and territorial agreements and for representative centres where negotiations are conducted locally. Lower salaries than those shown are paid to teachers without degrees, and higher salaries to teachers with advanced special and graduate training.

Fringe benefits provided for in collective agreements may, but do not necessarily, include the following:

- compassionate leave
- cumulative sick leave
- maternity leave
- sabbatical and study leave
- supplementary health insurance
- long-term disability insurance
- retirement gratuities
- life insurance
- dental insurance

General Social Security

As citizens of Canada, teachers are required to participate in the social security programs of the federal government. These include Unemployment Insurance and the Canada Pension Plan. The Unemployment

Insurance plan provides benefits to persons who are unemployed through maternity or illness, as well as through general unavailability of suitable work. The Canada Pension Plan provides a basic minimum retirement allowance and, in addition, some disability and survivors' benefits.

Teachers also participate in the provincial hospital and medical insurance plans. The costs of these plans are shared by the federal and provincial governments. The plans cover the basic expenses of hospital accommodation and physicians' services. Details of coverage vary from province to province.

Retirement Plans

Each province operates a compulsory retirement plan for teachers.* (In the territories, teachers belong to the federal Public Service Superannuation Plan.) Each teacher contributes 5 to 7 per cent of salary to the plan and receives a pension based on years of service and average salary in the last or best 5 to 7 years of employment. Benefits are also payable to disabled teachers and to the survivors of deceased teachers. Most plans have introduced an "escalation" clause which increases pensions in accordance with increases in the cost of living. Improvements to the plans are continuously being made through discussion or negotiation between the teacher organizations and representatives of government.

Teachers of six provinces -- B.C., Alberta, Saskatchewan, Manitoba, Ontario, and Quebec -- are, under certain circumstances, permitted to transfer their pension credits when moving from one to another of the provinces in this group.** Several of these provinces also have entered into reciprocal agreements with the federal Public Service Superannuation Plan.

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* Teachers in Quebec who entered service after June 30, 1973, must, however, join the universal pension plan for all public service employees.

** It is likely that the four Atlantic provinces will join these agreements in the near future.

Table 2. Minimum and Maximum Salaries for Teachers with Degree Standing or Equivalent*

Province	Agreement	Year	Category	Minimum	Maximum	Years to Maximum
B.C.	Vancouver	1977	Cat. 4	12,814	20,657	11
Alta.	Calgary	1977	Cat. 4	13,345	22,545	11
Sask.	Provincial	1977	Class IV	12,700	21,280	10
Man.	Winnipeg	1977-78	Class IV	13,145	20,410	9
Ont.	Carleton Sec.	1977-78	2	14,300	23,225	10
Que.	Provincial	1977-78	16	12,668	20,368	14
N.B.	Provincial	1977 1978	Cert. IV	11,758 12,228	18,181 18,908	10 10
N.S.	Provincial**	1977-78	T.C. 5	12,745	20,345	10
P.E.I.	Provincial	1977-78	Cert. 4	11,101	17,207	10
Nfld.	Provincial	1976-77 1977-78	Cert. 5 Under Neg.	13,805	18,379	10
N.W.T.	Territorial	1977-78	Level 4	17,934	26,044	10
Yukon	Territorial	1976-77 1977-78	Cat. 4 Under Neg.	15,858	24,066	10

* Grade 12 or 13 plus 4 years post-secondary education.

** Nova Scotia evaluation principles would indicate T.C. 4 as the equivalent category for purposes of comparison. Salary range for T.C. 4 is $11,524 - 16,308.

Working Conditions

Most teaching is conducted indoors in well-lighted and adequately ventilated surroundings. As a result of extensive building programs and the consolidation of small schools, there are now attractive and well-equipped modern schools in most communities although a few isolated rural postings still remain.

The official classroom day of the teacher is usually from 9:00 a.m. to 4:00 p.m. Weekends and statutory holidays are free and vacation periods include Christmas and spring breaks of a week or more each, plus eight weeks in the summer. In actual fact, however, teachers work much longer hours than those officially outlined in legislation or collective agreements. Preparation of lessons, marking of tests, supervision, individual interviews and extracurricular activities take up considerable extra time, as do in-service work and professional meetings. Studies have shown that during the school year the average teacher works close to fifty hours per week. In addition many teachers attend summer school during the vacation period in order to improve their qualifications.

Although not physically strenuous, teaching is nevertheless demanding. Much of the time is spent standing, and a considerable amount of speaking is often necessary. The teacher must be constantly alert to cope with individual and class situations, many of them requiring the expenditure of nervous energy.

Recognition of these demands on the teacher's energy, along with an increasing emphasis on individualization of instruction, has led to continuing concern with class sizes on the part of teachers. And, in fact, average class size in Canada has been slowly falling from year to year.

Median class sizes in Canada range from about 22 to 30, depending upon the province and the grade level. However, actual class sizes may range from under 10 to over 40. In general, special education and vocational classes are smaller than average.

Within the general guidelines adopted by the provincial departments of education teachers have some freedom to adapt or modify existing curricula and to select textbooks. They are also encouraged to develop new units of instruction and applications of audio-visual technology.

Appointment and Tenure

Teachers on appointment enter into contract with the employing school board. In most provinces, a formal contract is signed by the teacher. In some, however, such as B.C., Alberta, Saskatchewan and the Yukon, a formal letter of acceptance constitutes the only contract. Except in the case of teachers in their first year or two of employment with a board the contract continues indefinitely until terminated by the teacher or the board. Teachers may terminate their contracts effective the end of June (all provinces), or the end of December (B.C., Manitoba, Ontario), provided notice is given. In Alberta, Saskatchewan, Newfoundland and the Yukon, the termination may take place at any time, provided 30 days notice is given (90 days in Newfoundland). The school board may also terminate teacher contracts under the same conditions, but except in the case of probationary teachers must usually give reasons for the termination. The teacher may then appeal the dismissal to an impartial board of reference. In some provinces probationary teachers also have the right of appeal.

Moving from Province to Province

Teachers who wish to teach in another province frequently wonder whether their teaching certificate will be valid in the new province. The answer is no -- there are no reciprocal agreements among the provinces for mutual acceptance of teaching credentials. However, each province will accept training outside its borders on the basis of equivalence with the training programs within the province, provided that the minimum standard of qualification is met. Teachers who wish to teach in a new province should begin well ahead of time to obtain an evaluation of their eligibility for certification from the registrar of the provincial department of education. It will be necessary to submit such documents as official transcripts of academic and professional training, birth certificate, certificate of character and, in the Atlantic provinces, a health certificate. An evaluation fee may be charged. It should be noted that a statement of eligibility for certification is not an offer of employment.

Teachers entering a new province are usually offered a letter of standing or interim certificate which can be converted to a regular certificate after one year's successful teaching and provided any other provincial requirements -- such as qualifying examinations and citizenship -- are met. In several provinces teachers must present evidence that they have been offered a position before any form of certificate will be issued by the Department of Education.

In the Atlantic provinces the certificate grade offered also indicates the salary category to which a teacher is entitled. In the other provinces, classification for salary purposes is carried out separately from certification, either by the department of education (Quebec, Manitoba, Saskatchewan) or by the teachers' association (Ontario, Alberta, British Columbia).

The Yukon and Northwest Territories do not have general teacher education programs of their own against which to compare qualifications of teachers from other areas. Teaching certificates from other jurisdictions are accepted, provided minimum requirements are met.

A list of departments of education is provided in Appendix A. Non-departmental classification agencies are listed in Appendix C.

Teacher Exchange Program

The Canadian Education Association, with the co-operation of the provincial departments of education, sponsors a teacher exchange program. Included are exchanges between the Canadian provinces, between Canada and the United Kingdom, and between Canada and the United States. Further information is available from the Canadian Education Association. (See Appendix G for address.)

Teachers from Abroad

Teachers wishing to immigrate to Canada and seek employment in the public schools must meet all the requirements made of teachers moving from province to province, in addition to requirements specifically pertaining to immigrants. It should be particularly noted that most provinces require evidence of Landed Immigrant Status where the applicant is not a Canadian citizen. Table 3 records citizenship requirements for interim and permanent certification.

Table 3. Citizenship Requirements for Interim and Permanent Certification

Province or Territory	Citizenship Requirements for Interim or Provisional Certificate, or Letter of Standing	Further Requirements for Permanent Certificate
British Columbia	Landed immigrant status *	-
Alberta	Statement of present citizenship	Canadian citizenship
Saskatchewan	*	Canadian or British citizenship, or certificate may be issued "subject to Canadian citizenship being acquired in the minimum time permitted by law"
Manitoba	Landed immigrant status	Canadian citizenship
Ontario	Landed immigrant status	Canadian citizenship
Quebec	Landed immigrant status or work permit	Canadian citizenship
New Brunswick	Landed immigrant status	-
Nova Scotia	Work permit	-
Prince Edward Island	Landed immigrant status or Canadian citizenship	-
Newfoundland	Landed immigrant status or work permit	-
Northwest Territories	Landed immigrant status or Canadian citizenship	Must be a British subject or a Canadian citizen
Yukon	Landed immigrant status	-

*No certificate issued until residence established.

An important requirement for teachers coming from abroad is proficiency in one of Canada's official languages -- English or French. It might be noted that the majority of schools in which French is the language of instruction are located in Ontario, Quebec and New Brunswick.

All persons wishing to enter Canada must meet such general immigration requirements as selection criteria, health, character, and possession of funds. The initial application should therefore be made to the nearest Canadian Immigration Office in the applicant's country. In the event that Canada does not maintain an immigration office in a particular country, advice on immigration procedures may be obtained from the nearest Canadian Consular Office or, if Canada is not so represented, the British representative.

It should be noted that in view of the immigration regulations introduced in October 1974, the application for permanent residence of an individual who has received a firm offer of a position for which there is no Canadian citizen or permanent resident qualified and available is more likely to be accepted.

Finding a Position

Finding a teaching position in Canada can be difficult as there is no central listing of vacancies and no central placement agency, although there are placement bureaus for teachers in British Columbia, Quebec, and Manitoba. Most teaching positions are advertised in local newspapers between February and June, with duties commencing the following school year. A limited number of vacancies occur during the school year. At the present time very little recruiting outside Canada is being done. Consequently, applicants must generally be present in Canada and available for interviews. School principals frequently conduct interviews for positions in their schools.

Some assistance in locating employment is provided free of charge by the Canada Manpower Centres which are located in all main population centres. However, not all teaching vacancies are listed with these centres.

Lists of school boards may be obtained from the provincial authorities and inquiries regarding possible vacancies made directly to the boards. It is, however, considered a breach of professional ethics to apply for a position in an area where the board's relationship with the teachers has

been declared unsatisfactory by the teachers' association.

Teachers interested in obtaining university positions may consult the lists of vacancies published by the Association of Universities and Colleges of Canada and by the Canadian Association of University Teachers. Those seeking positions in private schools should get in touch with the clearinghouse for applicants to Canadian Independent Schools. Community college positions, like public school positions, are generally advertised in the local newspapers. Further information about community college teaching can be obtained from the Association of Canadian Community Colleges.

Further information on agencies providing some placement assistance is given in Appendix E. A list of major Canadian newspapers is provided in Appendix F.

Teacher Supply and Demand

Employment prospects for teachers have continued to diminish since publication of the earlier edition of this report in 1974. The general balance between supply and demand indicated at that time has been replaced by a growing surplus of qualified teachers. Alberta, for example, reported 3,000 unemployed teachers in the fall of 1977 and Newfoundland 1,000. Although complete statistics were not available for the largest province, Ontario, it would appear that only about 25 per cent of new graduates of teacher education programs were able to find jobs within the system in 1977. Most other provinces also reported difficulties in placing new graduates.

The present situation is the result of declining enrolments, financial cutbacks and increased teacher retention. The enrolment decline is expected to continue into the 1980's and to have a more profound effect upon the secondary schools and the universities than it has up to the present time. The employment situation for teachers is exacerbated by the general employment problems of young people in Canada today.

While the employment picture is generally bleak, a number of provincial associations report continuing shortages of teachers with certain special skills and training. A summary of these shortages is provided in Table 4.

Table 4. Teaching Areas in Which Some Shortage of Qualified Teachers Is Reported

Province	Teaching Area								
	Commercial	Early Childhood Ed., Primary Specialists	French as a second language	Home Ec.	Industrial Ed.	Music, Fine Arts	Phys. Ed.	Special Ed.	Vocational Ed.
B.C.	X		X	X	X	X	X (girls)	X	
Alta.		X			X	X			X
Sask.									
Man.			X	X		X			
Ont.									
Que.									
N.B.			X						
N.S.									
P.E.I.									
Nfld.					X	X			
N.W.T.	X	X		X	X	X			

There are also some employment possibilities in small towns and/or isolated rural areas. Alberta and the Northwest Territories indicate some flexibility in this respect. In addition, Manitoba indicates that teachers are still being recruited for the northern and western parts of the province and British Columbia reports higher than average teacher turnover in the following regions: East Kootenay, Mainline-Cariboo, South Coast, Northern Interior, Peace River, and Vancouver Island North. The Yukon reports that employment prospects for teachers from other parts of Canada will probably diminish now that a Yukon Teacher Education Program has been established.

In summary, despite some shortages in specific subjects and geographic areas, teacher employment prospects are rather poor at present and not expected to improve during the next decade.

APPENDIX A

DEPARTMENTS OF EDUCATION

The Registrar,
Ministry of Education,
Parliament Buildings,
Victoria, B.C.
V8V 1X4

The Registrar,
Department of Education,
Executive Building,
10105 - 109 Street,
Edmonton, Alberta.
T5J 2V2

Chief of Teacher Services,
Development Division,
Department of Education,
Parkview Place,
2220 College Avenue,
Regina, Saskatchewan.
S4P 2Y8

Director of Teacher Certification
and Records,
Department of Education,
Room 512B,
1181 Portage Avenue,
Winnipeg, Manitoba.
R3G 0T3

The Director,
Information Systems and Records
Branch,
Ministry of Education,
18th Floor,
Mowat Block, Queen's Park,
Toronto, Ontario.
M7A 2L5

Directeur adjoint
Service de la certification,
de la classification et
de l'évaluation des maîtres
Ministère de l'éducation
275, rue de l'église
Québec, Québec
G1K 6G7

Administrator,
Teacher Licensing and
Certification,
Department of Education,
King's Place,
P.O. Box 6000,
Fredericton, New Brunswick.

The Registrar,
Department of Education,
P.O. Box 578,
Halifax, Nova Scotia.
B3J 2S9

The Registrar,
Department of Education,
P.O. Box 2000,
Charlottetown, Prince Edward
Island.
C1A 7N8

The Registrar,
Department of Education,
Gordonna Building,
P.O. Box 4750,
St. John's, Newfoundland.
A1C 5T7

Director of Education,
Government of the Northwest
Territories.
Yellowknife, Northwest
Territories.
X0E 1H0

Department of Education,
Government of the Yukon
Territory,
P.O. Box 2703,
Whitehorse, Yukon Territory.
Y1A 2C6

APPENDIX B

TEACHER ORGANIZATIONS

CANADIAN TEACHERS' FEDERATION,
110 Argyle Avenue,
Ottawa, Ontario.
K2P 1B4

BRITISH COLUMBIA TEACHERS' FEDERATION,
105 - 2235 Burrard Street,
Vancouver, British Columbia.
V6J 3H9

THE ALBERTA TEACHERS' ASSOCIATION,
11010 - 142 Street,
Edmonton, Alberta.
T5N 2R1

SASKATCHEWAN TEACHERS' FEDERATION,
2317 Arlington Avenue,
Box 1108,
Saskatoon, Saskatchewan.
S7J 2H8

THE MANITOBA TEACHERS' SOCIETY,
191 Harcourt Street,
Winnipeg, Manitoba.
R3J 3H2

ONTARIO TEACHERS' FEDERATION,
1260 Bay Street,
Toronto, Ontario.
M5R 2B5

ASSOCIATION DES ENSEIGNANTS FRANCO-ONTARIENS,
1427, chemin Ogilvie,
Suite 202,
Ottawa, Ontario.
K1S 7P3

FEDERATION OF WOMEN TEACHERS' ASSOCIATIONS OF ONTARIO,
1260 Bay Street,
Toronto, Ontario.
M5R 2B8

Teacher Organizations (cont'd)

ONTARIO ENGLISH CATHOLIC TEACHERS' ASSOCIATION,
1260 Bay Street,
Toronto, Ontario.
M5R 2B4

ONTARIO PUBLIC SCHOOL MEN TEACHERS' FEDERATION,
1260 Bay Street,
Toronto, Ontario.
M5R 2B7

ONTARIO SECONDARY SCHOOL TEACHERS' FEDERATION,
60 Mobile Drive,
Toronto, Ontario.
M4A 2P3

PROVINCIAL ASSOCIATION OF CATHOLIC TEACHERS (QUEBEC),
5767 Monkland Avenue,
Montreal, Quebec.
H4A 1E8

*PROVINCIAL ASSOCIATION OF PROTESTANT TEACHERS OF QUEBEC,
84 J Brunswick Avenue,
Dollard des Ormeaux, Quebec.
H9B 2C5

ASSOCIATION DES ENSEIGNANTS FRANCOPHONES DU NOUVEAU-BRUNSWICK,
C.P. 712,
Frédéricton, Nouveau-Brunswick.
E3B 5B4

NEW BRUNSWICK TEACHERS' ASSOCIATION,
P.O. Box 752,
Fredericton, New Brunswick.
E3B 5R6

NOVA SCOTIA TEACHERS UNION,
P.O. Box 1060,
Armdale, Halifax, Nova Scotia.
B3L 4L7

PRINCE EDWARD ISLAND TEACHERS' FEDERATION,
P.O. Box 6000,
Charlottetown, Prince Edward Island.
C1A 7N9

Teacher Organizations (cont'd)

THE NEWFOUNDLAND TEACHERS' ASSOCIATION,
3 Kenmount Road,
St. John's, Newfoundland.
A1B 1W1

NORTHWEST TERRITORIES TEACHERS' ASSOCIATION,
Box 2340,
Yellowknife, Northwest Territories.
X1A 2P7

YUKON TEACHERS' ASSOCIATION,
103 - 107 Main Street,
Whitehorse, Yukon.
Y1A 2A7

*CENTRALE DE L'ENSEIGNEMENT DU QUEBEC,
2336, chemin Sainte-Foy,
Québec, Québec.
G1V 1S5

*CANADIAN ASSOCIATION OF UNIVERSITY TEACHERS,
Suite 1001, 75 Albert Street,
Ottawa, Ontario.
K1P 5E7

*CANADIAN COLLEGE OF TEACHERS,
5908 - 92 Avenue,
Edmonton, Alberta.
T6B 0S4

*Not affiliated with CTF

APPENDIX C

CLASSIFICATION AGENCIES

Teacher Qualification Service,
220 - 1070 West Broadway,
Vancouver, British Columbia.
V5T 1Y6

(jointly sponsored by teacher and trustee associations)

Teacher Qualifications Service,
The Alberta Teachers' Association,
Barnett House,
11010 - 142 Street,
Edmonton, Alberta.
T5N 2R1

Qualifications Evaluation Council of Ontario,
Room 226,
1260 Bay Street,
Toronto, Ontario.
M5R 2B6

Certification Board,
Ontario Secondary School Teachers' Federation,
60 Mobile Drive,
Toronto, Ontario.
M4A 2P3

APPENDIX D

TEACHER EDUCATION INSTITUTIONS

BRITISH COLUMBIA

NOTRE DAME UNIVERSITY OF NELSON, The School of Education, Nelson, B.C., V1L 3C7.

SIMON FRASER UNIVERSITY, Faculty of Education, Burnaby, B.C., V5A 1S6.

UNIVERSITY OF BRITISH COLUMBIA, Faculty of Education, 2075 Wesbrook Place, Vancouver, B.C., V6T 1W5

UNIVERSITY OF VICTORIA, Faculty of Education, P.O. Box 1700, Victoria, B.C., V8W 2Y2.

ALBERTA

COLLEGE UNIVERSITAIRE SAINT-JEAN, 8406-91^{e} rue, Edmonton, Alberta, T6C 4G9.

UNIVERSITY OF ALBERTA, Faculty of Education, Edmonton, Alberta, T6G 2E1.

UNIVERSITY OF CALGARY, Faculty of Education, Calgary, Alberta. T5N 1N4.

UNIVERSITY OF LETHBRIDGE, Faculty of Education, Lethbridge, Alberta, T1K 3M4

SASKATCHEWAN

UNIVERSITY OF REGINA, Faculty of Education, Regina, Saskatchewan, S4S 0A2.

UNIVERSITY OF SASKATCHEWAN, College of Education, Saskatoon, Saskatchewan, S7N 0W0.

MANITOBA

BRANDON UNIVERSITY, Faculty of Education, Brandon, Manitoba, R7A 6A9.

L'INSTITUT PEDAGOGIQUE DU COLLEGE DE SAINT-BONIFACE, 200 ave de la Cathédrale, Saint-Boniface, Manitoba, R2H 0H7.

RED RIVER COMMUNITY COLLEGE, Teacher Education Section, 2055 Notre Dame Avenue, Winnipeg, Manitoba, R3H 0J9.

UNIVERSITY OF MANITOBA, Faculty of Education, Fort Garry, Manitoba, R3T 2N2.

UNIVERSITY OF WINNIPEG, 515 Portage Avenue, Winnipeg, Manitoba, R3B 2E9.

ONTARIO

BROCK UNIVERSITY, College of Education, St. Catharines, Ontario, L2S 3A1.

LAKEHEAD UNIVERSITY, Faculty of Education, Thunder Bay, Ontario, P7B 5E1.

LAURENTIAN UNIVERSITY, School of Education, 935 Ramsey Lake Road, Sudbury, Ontario, P3E 2C6.

NIPISSING UNIVERSITY COLLEGE (of Laurentian University), Faculty of Education, Box 5002, North Bay, Ontario, P1B 8L7.

ONTARIO INSTITUTE FOR STUDIES IN EDUCATION, 252 Bloor Street West, Toronto, Ontario, M5S 1V6. (graduate programs only)

Teacher Education Institutions (cont'd)

ONTARIO TEACHER EDUCATION COLLEGE (Hamilton campus), 1400 Main Street West, Hamilton, Ontario, L8S 1C7.

ONTARIO TEACHER EDUCATION COLLEGE (Toronto campus), 951 Carlaw Avenue, Toronto, Ontario, M4K 3M2.

QUEEN'S UNIVERSITY, Faculty of Education, Duncan McArthur Hall, Kingston, Ontario, K7L 3N6.

UNIVERSITY OF OTTAWA, Faculty of Education, Ottawa, Ontario, K1H 6K9.

UNIVERSITY OF TORONTO, Faculty of Education, 371 Bloor Street West, Toronto, Ontario, M5S 2R7.

UNIVERSITY OF WESTERN ONTARIO, Althouse College of Education, 1137 Western Road, London, Ontario, N6G 1G7.

UNIVERSITY OF WINDSOR, Faculty of Education, 600 Third Concession Road, Windsor, Ontario, N9E 1A5.

YORK UNIVERSITY, Faculty of Education, 4700 Keele Street, Downsview, Ontario, M3J 1P3.

QUEBEC

BISHOP'S UNIVERSITY, Graduate School of Education, Lennoxville, Quebec, J1M 1Z7.

CONCORDIA UNIVERSITY, Department of Education, 1455 de Maisonneuve Blvd. W., Montreal, Quebec, H3G 1M8.

McGILL UNIVERSITY, Faculty of Education, 3700 McTavish Street, Montreal, Quebec, H3A 1Y2.

UNIVERSITE DE MONTREAL, Faculté des sciences de l'éducation, C.P. 6203, Succursale A, Montréal, Québec, HC3 3T3.

UNIVERSITE DE SHERBROOKE, Faculté des sciences de l'éducation, Sherbrooke, Québec, J1K 2R1.

UNIVERSITE DU QUEBEC A CHICOUTIMI, Département des sciences de l'éducation, 930 est, rue Jacques-Cartier, Chicoutimi, Québec, G7H 2B1.

UNIVERSITE DU QUEBEC A MONTREAL, Département des sciences de l'education, C.P. 8888, Succursale B. Montréal, Québec, H3C 3P8.

UNIVERSITE DU QUEBEC A RIMOUSKI, 300, avenue des Ursulines, Rimouski, Québec, G5L 3A1.

UNIVERSITE DU QUEBEC A TROIS-RIVIERES, Département de psychologie, C.P. 500, 3351 boul. des Forges, Trois-Riviéres, Québec, G9A 5H7.

UNIVERSITE DU QUEBEC, Direction générale et Centre de Hull, 335, boul. Cité des Jeunes, Hull, Québec, J8Y 6M4. Centre de Rouyn, 435, rue Gagné, Rouyn, Québec.

UNIVERSITE LAVAL, Faculté des sciences de l'éducation, Sainte-Foy, Québec, G1K 7P4.

Teacher Education Institutions (cont'd)

NEW BRUNSWICK

MOUNT ALLISON UNIVERSITY, Education Department, Sackville, N.B., EOA 3CO.

ST. THOMAS UNIVERSITY, Education Department, Fredericton, N.B.

UNIVERSITE DE MONCTON, Faculté des sciences de l'éducation, Moncton, N.-B., E1A 3E9.

UNIVERSITY OF NEW BRUNSWICK, Faculty of Education, Fredericton, N.B., E3B 5A3.

NOVA SCOTIA

ACADIA UNIVERSITY, School of Education, Wolfville, Nova Scotia, B0P 1X0.

ATLANTIC INSTITUTE OF EDUCATION, 5244 South Street, Halifax, Nova Scotia, B3J 1A4.

DALHOUSIE UNIVERSITY, Department of Education, Halifax, Nova Scotia, B3H 3J5.

MOUNT ST. VINCENT UNIVERSITY, Department of Education, Halifax, Nova Scotia, B3M 2J6.

NOVA SCOTIA TEACHERS' COLLEGE, Box 810, Truro, Nova Scotia, B2N 5G5.

SAINT MARY'S UNIVERSITY, Faculty of Education, Halifax, Nova Scotia, B3H 3C3.

ST. FRANCIS XAVIER UNIVERSITY, Department of Education, Antigonish, Nova Scotia, B2G 1C0.

PRINCE EDWARD ISLAND

UNIVERSITY OF PRINCE EDWARD ISLAND, Faculty of Education, Charlottetown, P.E.I., C1A 4P3.

NEWFOUNDLAND

MEMORIAL UNIVERSITY OF NEWFOUNDLAND, Faculty of Education, St. John's, Nfld., A1C 5S7.

NORTHWEST TERRITORIES

NORTHWEST TERRITORIES TEACHER EDUCATION PROGRAM, Continuing and Special Education Division, Department of Education, Yellowknife, Northwest Territories.

YUKON

YUKON TEACHER EDUCATION PROGRAM, 20 Nisutlin Drive, Whitehorse, Yukon.

APPENDIX E

PLACEMENT ASSISTANCE AGENCIES

CANADA MANPOWER CENTRES

These centres are located in major urban areas. They are listed in the local telephone directories.

PRIVATE SCHOOL PLACEMENT

Clearinghouse for applicants to Canadian Independent Schools:
Mr. W.A. Joyce, Headmaster, Ashbury College, Rockcliffe Park, Ottawa, Ontario, K1M 0T3.

SCHOOL BOARDS

The CEA Handbook lists major school boards in Canada. Povincial lists are available from the departments of education.

TEACHER PLACEMENT

The Teachers' Employment Service,
British Columbia School Trustees' Association,
1155 West 8th Avenue,
Vancouver, British Columbia. V6H 1C5

Teacher Placement Bureau,
312 - 1181 Portage Avenue,
Winnipeg, Manitoba. R3G 0T3

Primarily helps new teachers who are unable to find teaching positions by giving the names of such applicants to prospective employers. Also assists teachers coming into the province from other jurisdictions.

The Quebec Teacher Placement Bureau,
Department of Education,
Parliament Buildings,
Quebec, Quebec.

New Brunswick Teachers' Association,
P.O. Box 752,
Fredericton, New Brunswick. E3B 5R6

Maintains a list of unemployed teachers who register with the association and notifies school boards each June that such a list is available.

Placement Assistance Agencies (cont'd)

UNIVERSITY PLACEMENT

Monthly listings of university vacancies are carried in the AUCC publication University Affairs. AUCC's address is as follows:

Association of Universities and Colleges
of Canada,
151 Slater Street,
Ottawa, Ontario. K1P 5N1

Vacancies are also listed in the CAUT Bulletin. CAUT's address is as follows:

Canadian Association of University Teachers,
Suite 1001,
75 Albert Street,
Ottawa, Ontario. K1P 5E7

APPENDIX F

MAJOR CANADIAN NEWSPAPERS

BRITISH COLUMBIA

Managing Editor,
The Vancouver Sun and
The Vancouver Province,
2250 Granville Street,
Vancouver, B.C.
V6H 3G2

ALBERTA

Managing Editor,
The Calgary Herald,
206 - 7th Avenue S.W.,
Calgary, Alberta.
T2P 0W8

Managing Editor,
The Edmonton Journal,
1006 - 101 Street & 100th Avenue,
Edmonton, Alberta.
T5J 2S6

SASKATCHEWAN

Managing Editor,
Saskatoon Star-Phoenix,
204 - 5th Avenue N.,
Saskatoon, Saskatchewan.
S7K 2P1

Managing Editor,
Regina Leader-Post,
Victoria & Park Street,
Regina, Saskatchewan.
S4P 3G4

MANITOBA

Managing Editor,
Winnipeg Free Press,
300 Carlton Street,
Winnipeg, Manitoba.
R3C 3C1

Managing Editor,
The Winnipeg Tribune,
257 Smith Street,
Winnipeg, Manitoba.
R3C 3B2

ONTARIO

Managing Editor,
The Ottawa Citizen,
1101 Baxter Road,
Box 5020,
Ottawa, Ontario.
K2C 3M4

Managing Editor,
The Globe & Mail,
444 Front St. W.,
Toronto, Ontario.
M5V 2S9

Rédacteur-en-chef,
Le Droit,
375 rue Rideau,
Ottawa, Ontario.
K1N 5Y7

Managing Editor,
The Hamilton Spectator,
115 King Street E.,
Hamilton, Ontario.
L8N 3G3

Managing Editor,
The Windsor Star,
167 Ferry Street,
Windsor, Ontario.
N9A 4M5

Managing Editor,
Times-News and Chronicle
Journal,
177 Arthur Street,
Thunder Bay, Ontario.
P7B 1A3

QUEBEC

Rédacteur-en-chef,
Le Soleil,
390 est, rue St-Vallier,
Québec, Québec.
G1K 7J6

Major Canadian Newspapers (cont'd)

Managing Editor,
The Gazette,
1000 St. Antoine Street,
Montreal, Quebec.
H3C 3R7

Rédacteur-en-chef,
Le Devoir,
211, rue St. Sacrement,
Montréal, Québec.
H2Y 1X1

Managing Editor,
The Montreal Star,
Box 4005,
Place d'Armes,
Montreal, Quebec.
H2Y 1M6

Rédacteur-en-chef,
La Presse,
7 ouest, rue St. James,
Montréal, Québec.
H2Y 1K9

NEW BRUNSWICK

Managing Editor,
The Telegraph-Journal &
The Evening Times-Globe,
Crown & Union Streets,
Saint John, New Brunswick.
E2L 1B4

L'Evangeline,
80 Church Street,
Moncton, New Brunswick.

NOVA SCOTIA

Managing Editor,
The Chronicle Herald &
The Mail-Star,
1650 Argyle Street,
Halifax, Nova Scotia.
B3J 2B4

PRINCE EDWARD ISLAND

Managing Editor,
The Guardian & The Evening
Patriot,
165 Prince Street,
Charlottetown, P.E.I.
C1A 4R7

NEWFOUNDLAND

Managing Editor,
The Evening Telegram,
206 Water Street,
St. John's, Newfoundland.
A1C 1A9

APPENDIX G

MISCELLANEOUS ADDRESSES

Association of Canadian Community Colleges, 1750 Finch Avenue East, Willowdale, Ontario. M2N 5T7

Association of Universities and Colleges of Canada, 151 Slater Street, Ottawa, Ontario. K1P 5N1

Canadian Education Association, 252 Bloor St. West, Toronto, Ontario. M5S 1V5

Canadian International Development Agency, Jackson Building, 122 Bank Street, Ottawa, Ontario. K1A 0G4

Department of National Defence, 101 Colonel By Drive, 7th floor, North Tower, Ottawa, Ontario. K1A 0K2

Canadian University Service Overseas, 151 Slater Street, Ottawa, Ontario. K1P 5H5

APPENDIX H

FURTHER READING AND REFERENCE

1. Canadian Education Association. The CEA Handbook. Toronto: the Association, 1977. 164 p.

2. _____. Hiring and Promotion Practices. Toronto: the Association, 1977. 13 p.

3. _____. Requirements for Secondary School Leaving Certificates and for the Admission to University and Teacher Training. Toronto: the Association, 1976. 32 p.

4. _____. Requirements for Teaching Certificates in Canada. Toronto: the Association, 1976.

5. Canadian Teachers' Federation. Salary Categories for Canadian Teachers. Ottawa: the Federation, 1976. 89 p.

6. Department of National Defence. Teaching Opportunities in Europe. DND Dependents Schools Overseas.

7. Gayfer, Margaret. An Overview of Canadian Education. Toronto: Canadian Education Association, 1974. 40 p.

8. Gillett, Margaret. A History of Education Thought and Practice. Toronto: McGraw-Hill, 1966. 443 p.

9. Hodgson, E., J. Bergen and R. Bryce (eds.). The Organization and Administration of Education in Canada. A Collection of Readings. Edmonton: Univ. of Alta., 1976. 483 p.

10. Munroe, David. The Organization and Administration of Education in Canada. Ottawa: Education Support Branch, 1974. 219 p.

11. Northwest Territories Department of Education. Teach in Canada's Arctic. Yellowknife: the Department.

12. Phillips, Charles E. The Development of Education in Canada. Toronto: W.J. Gage Co. Ltd., 1957. 626 p.

13. Statistics Canada. Education in Canada 1976. Ottawa: Information Canada, 1977. 287 p.

14. Statistics Canada and Association of Universities and Colleges of Canada. Universities and Colleges of Canada 1976. Ottawa: Information Canada, 1977. 581 p.

15. Stevenson, Hugh A., and J. Donald Wilson (eds.). Precepts, Policy and Process: Perspectives on Contemporary Canadian Education. London, Ont.: Alexander, Blake Associates, 1977. 354 p.

Further Reading and Reference (cont'd)

16. Stewart, Bev. C., and V.K. Gilbert. How to Apply Yourself. Toronto: Guidance Centre, Faculty of Education, University of Toronto, 1974. 47 p.

17. Wilson, J. Donald, Robert M. Stamp, and Louis-Philippe Audet. Canadian Education: A History. Scarborough, Ontario: Prentice-Hall, 1970. 528 p.

18. Yukon Territory. Department of Education. Teaching in Yukon. Whitehorse: The Department.